

## GREAT FALLS MIDDLE

409 Sunset Avenue  
Great Falls, South Carolina 29055

**GRADES** 5-8 Middle School

**ENROLLMENT** 338 Students

**PRINCIPAL** Debra R. Johnson 803-482-2220

**SUPERINTENDENT** Dr. Barry E. Campbell 803-385-6122

**BOARD CHAIR** Mrs. Denise C. Lawson 803-581-6224

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	25	18	1

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No

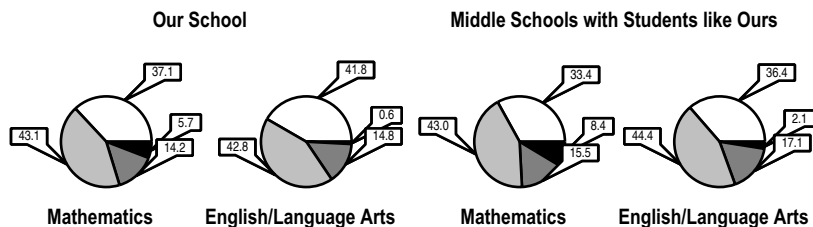
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	337	98.5	40.9	43.5	15.0	0.6	25.6	Yes	Yes
<b>Gender</b>									
Male	192	97.9	49.1	37.6	12.7	0.6	20.8		
Female	145	99.3	30.7	50.7	17.9	0.7	31.4		
<b>Racial/Ethnic Group</b>									
White	177	97.7	27.6	49.1	22.1	1.2	36.8	Yes	Yes
African-American	157	99.4	56.1	36.5	7.4	0.0	13.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	283	98.2	35.8	46.1	17.3	0.7	29.5		
Disabled	54	100.0	73.8	26.2	0.0	0.0	0.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	337	98.5	40.9	43.5	15.0	0.6	25.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	337	98.5	40.9	43.5	15.0	0.6	25.6		
<b>Socio-Economic Status</b>									
Subsidized meals	206	99.0	49.7	40.1	10.2	0.0	17.6	Yes	Yes
Full-pay meals	131	97.7	27.8	48.4	22.2	1.6	37.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	337	98.2	35.9	43.9	14.4	5.8	32.7	Yes	Yes
<b>Gender</b>									
Male	192	97.4	39.5	36.6	16.3	7.6	34.9		
Female	145	99.3	31.4	52.9	12.1	3.6	30.0		
<b>Racial/Ethnic Group</b>									
White	177	97.7	30.7	43.6	17.2	8.6	37.4	Yes	Yes
African American	157	98.7	42.2	43.5	11.6	2.7	26.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	283	97.9	33.0	44.4	16.3	6.3	35.9		
Disabled	54	100.0	54.8	40.5	2.4	2.4	11.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	337	98.2	35.9	43.9	14.4	5.8	32.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	337	98.2	35.9	43.9	14.4	5.8	32.7		
<b>Socio-Economic Status</b>									
Subsidized meals	206	98.5	41.4	43.0	10.2	5.4	28.5	Yes	Yes
Full-pay meals	131	97.7	27.8	45.2	20.6	6.3	38.9		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	80	100.0	38.7	50.7	10.7	N/A	10.7
	Grade 6	97	97.9	50.0	35.1	12.8	2.1	14.9
	Grade 7	74	98.6	28.4	50.7	17.9	3.0	20.9
	Grade 8	103	100.0	45.0	45.0	7.0	3.0	10.0
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	78	100.0	32.9	50.7	16.4	N/A	16.4
	Grade 6	76	98.7	51.4	36.1	12.5	N/A	12.5
	Grade 7	105	99.1	37.3	43.1	18.6	1.0	19.6
	Grade 8	78	96.2	45.9	41.9	10.8	1.4	12.2

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	80	100.0	24.0	57.3	13.3	5.3	18.7
	Grade 6	97	99.0	30.5	42.1	20.0	7.4	27.4
	Grade 7	74	100.0	48.5	35.3	7.4	8.8	16.2
	Grade 8	103	100.0	55.0	37.0	3.0	5.0	8.0
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	78	100.0	24.7	58.9	12.3	4.1	16.4
	Grade 6	76	98.7	27.8	41.7	23.6	6.9	30.6
	Grade 7	105	98.1	36.6	37.6	18.8	6.9	25.7
	Grade 8	78	96.2	55.4	39.2	1.4	4.1	5.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 338)				
Students enrolled in high school credit courses (grades 7 & 8)	12.5%	Down from 13.2%	13.4%	14.6%
Retention rate	0.6%	N/A	4.1%	3.0%
Attendance rate	94.9%	Down from 95.6%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%		6.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%		6.5%	5.3%
Eligible for gifted and talented	7.5%	Up from 4.4%	13.2%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech Older than usual for grade	16.5%	Down from 16.9%	15.3%	13.9%
	6.5%	Down from 9.9%	5.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.0%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	47.8%	Down from 52.0%	48.0%	48.7%
Continuing contract teachers	69.6%	Down from 80.0%	81.6%	81.7%
Highly qualified teachers**	75.0%	N/A	91.9%	90.4%
Teachers with emergency or provisional certificates	9.5%		3.9%	5.3%
Teachers returning from previous year	70.0%	N/A	84.1%	85.1%
Teacher attendance rate	93.2%	Down from 94.4%	94.8%	94.8%
Average teacher salary	\$39,036	Up 0.5%	\$39,090	\$40,566
Prof. development days/teacher	9.1 days	Down from 11.7 days	10.2 days	11.0 days

School				
Principal's years at school	1.0	No change	4.0	3.3
Student-teacher ratio in core subjects	16.1 to 1	Down from 18.8 to 1	20.9 to 1	21.3 to 1
Prime instructional time	85.5%	Down from 88.6%	89.0%	89.3%
Dollars spent per pupil*	\$6,280	Up 8.2%	\$5,549	\$5,821
Percent of expenditures for teacher salaries*	73.3%	Up from 66.0%	62.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 93.3%	94.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Great Falls Middle School, located in rural Chester County, is one of three middle schools in the Chester County School District. Our school's mission, in cooperation with home and community, is to develop well-rounded, lifelong learners by providing innovative and challenging educational opportunities that will prepare students to become productive citizens. Our beliefs are: all students can learn; a safe and nurturing environment is needed for learning to occur; teachers, administrators, parents, and community share the responsibility of educating our children; understanding diversity and providing for individual differences enriches learning; and students learn appropriate decision-making skills when provided with a supportive and challenging learning environment.

During the 2003-2004 school year, we continued to have high expectations for students, and a variety of assessments were utilized, including district benchmark testing, to improve instructional practices, as our primary focus of all instruction is the South Carolina Curriculum Standards. Great Falls Middle School is very proud of the progress we have made in continuing to improve instructional practices to meet the needs of our students.

Community and parent involvement is a priority for our school as we see its ownership in the hands of the parents and community. We have long-standing partnerships with the people and businesses of Great Falls and the surrounding areas, and we strive to enhance these each year. A number of well-attended parent involvement activities were held this year. The school strives to keep parents and community informed through parent newsletters and articles in the local newspaper. In December, student-designed post cards were sent to parents and community members. In the spring, we hosted our second annual Rising 5th Grade Orientation to acclimate next year's fifth graders and their parents to our school. This year we worked collaboratively with the high school to offer a Rising Ninth Grade information seminar in the same manner. Our PTO became much more active this year and raised funds for an entranceway beautification project that included an enlarged walkway and park benches for our students. The PTO initiated a telephone information hotline for parents and students.

Students from Great Falls Middle School have been highly recognized during the 2003-2004 school year. We again had the district winner of the Lt. Governor's Writing Award in 8th grade and three students named Junior Scholars. We are also excited to have the 2004 District Teacher of the Year on staff. We are very proud of the efforts our students and teachers have made this year and look forward to their continued successes in the future.

We continue to face the challenge of preparing our students for high school but rise to the occasion with renewed efforts toward improving instruction using research-based techniques, using data to better address the needs of our students, and promoting excellence among our students and staff. We strive to make a positive impact on each child we serve and to be a partner to our community.

Debra R. Johnson, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	25	63	35
Percent satisfied with learning environment	87.5%	73.0%	60.6%
Percent satisfied with social and physical environment	84.0%	72.1%	75.8%
Percent satisfied with home-school relations	56.0%	81.0%	67.6%

\*Only students at the highest middle school grade level at this school and their parents were included.